

# 2006 Fall Cluster Leader Training



# Guiding Questions

- How can I use the new *Kentucky Writing Handbook* to improve writing instruction in my classroom and school?
- How can I successfully communicate to my school staff multiple uses of the new scoring tools?
- How can I become a more visible and effective cluster leader in my school?

# ***Kentucky Writing Handbook***

## Introduction Activity

- Put the handbook in your binder
- Look through the handbook for changes, differences, and revisions
- Make a list of these changes at your table or with a partner
- Go to one of the posters on the wall and add an item from your list



# Cluster Leader Reflections

*How can I share  
information  
from this session  
at my school?*

*Who will need to  
know this  
information?*



# Kentucky Writing Handbook

## Part 1-Writing Development

### General Overview

# Section 1- Activity

1. What student writings should be kept in the working folder?
2. What is the working folder?
3. What is the district's role with the working folders?
4. What is the difference between working folders and the classroom writing folder?
5. Why do students have to have working folders?



# Cluster Leader Reflection

*How can I help my administrator implement working folders in my school?*

*If writing folders are in place, how can I assist my school staff in improving them?*



# Section 2

## Instructional Issues

- ✓ Reflective Writing

- Idea Development
- Analysis



# Reflective Writing

## *Purpose and Audience*

Students will

- Evaluate personal progress (in writing) toward meeting goals in literacy skills.
- Analyze and address needs of the intended audience.
- Sustain a suitable tone or appropriate voice.

# Reflective Writing Continued

## *Idea Development*

Students will

- Develop the connection between literacy skills (reading and writing) and understanding of content knowledge.
- Describe own literacy skills, strategies, processes or areas of growth.
- Analyze own decisions about literacy goals.
- Analyze own strengths and areas of growth.
- Support claims about self.

# Analyze a Reflective Piece

- Study the reflective sample
- Annotate the sample using the bullets in the previous two slides
- Whole group share



# Cluster Leader Reflection

*How can I help  
teachers at my  
school embed  
reflective  
writing in their  
instruction all  
year?*



# Section 3

- On-Demand Writing:

On-demand writing is an assessment of independent thinking and writing skills.

# Cluster Leader Reflection

- *What might teachers in my school do to help students improve their independent thinking and writing skills?*





# Kentucky Writing Handbook

## Part 2- Scoring

### General Overview

# Kentucky Writing Scoring Rubric

Kentucky Writing Scoring Rubric -- DRAFT Sept. 8, 2000

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
The writing: <input type="checkbox"/> Lacks purpose  <input type="checkbox"/> Lacks awareness of audience	The writing: <input type="checkbox"/> Attempts to establish a general purpose; lacks focus  <input type="checkbox"/> Indicates limited awareness of audience's needs  <input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	The writing: <input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus  <input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone  <input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitive; may apply some characteristics of the genre	The writing: <input type="checkbox"/> Establishes and maintains an authentic focus throughout  <input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone  <input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	The writing: <input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout  <input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively  <input type="checkbox"/> Demonstrates depth of idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
The writing: <input type="checkbox"/> Demonstrates random organization <input type="checkbox"/> Lacks transitional elements <input type="checkbox"/> Demonstrates incorrect sentence structure throughout	The writing: <input type="checkbox"/> Demonstrates ineffective or weak organization <input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements <input type="checkbox"/> Demonstrates some control of sentence structure	The writing: <input type="checkbox"/> Demonstrates logical organization with lapses in coherence <input type="checkbox"/> Demonstrates some effective transitional elements <input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	The writing: <input type="checkbox"/> Demonstrates logical, coherent organization <input type="checkbox"/> Demonstrates logical, effective transitional elements <input type="checkbox"/> Demonstrates variety in sentence structure	The writing: <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose <input type="checkbox"/> Demonstrates varied and effective transitional elements <input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage; word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
	<input type="checkbox"/> Demonstrates incorrect or ineffective word choice  <input type="checkbox"/> Demonstrates lack of control in correctness	<input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication  <input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice  <input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication	<input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity  <input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose	<input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning  <input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose

Cell number

cell

Subdomain

Indicator

Box to check

Language of the Rubric

The scoring rubric can guide instruction in the classroom by helping teachers:

- ☐ Analyze needs of students in the classroom
- ☐ Identify strengths and weaknesses in students' writing and in the school-wide writing program
- ☐ Identify topics for mini-lessons



# Anchor Papers

- Read the anchor papers for each of the subdomains:
  - Content
  - Structure
  - Conventions
- Study the annotated versions to internalize the language of the indicators at each level within each subdomain.

# Score a Portfolio

- Read the practice portfolio and score each piece using the Writing Scoring Rubric and Score Report Form.
- Remember to reference the anchor papers for each subdomain to make decisions about your scores.

# ScAAT Scores 4<sup>th</sup> Grade

Range of Composite Scores

24,24,25,26,26,26



# ScAAT Scores

## 7<sup>th</sup> Grade

Range of Composite Scores

21,22,24,25,25,25

# ScAAT Scores 12th Grade

Range of Composite Scores

31,35,35,37

# Portfolio Scoring

- Double Blind Scoring
- Resolution
- Cut Scores



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# Reimbursement Forms

- Invoice for mileage (and stipend, if applicable) leave with us today
- Substitute reimbursement (take back to your school)



*Session*  
*Evaluation/ Reflection*

# KDE Writing Consultants

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